

**English Grammar Learning Strategies applied by a successful student at
Midwifery Academy of Bataritoja**

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ABSTRACT

This research was aimed to find out the English Grammar Learning Strategies employed by a successful midwifery student and the impact of Grammar Learning Strategies employed by a successful midwifery student through motivation. This research applied a qualitative research. The subjects of this research was a successful student in the second semester of Bataritoja Watampone. The data of this research were collected by interview. The data obtained were analyzed descriptively by using four steps, namely data collection, data display, condensation and drawing verification. The findings of this research showed that a successful student applied six strategies, namely cooperation, repetition, self-management, self-monitoring, note taking and mind-mapping. The impact of Grammar Learning Strategies through motivation when a successful student applied those strategies are the student got self-confidence, she had self-discipline and feel passionate. The students need to apply Learning Strategies to improve their skill especially for dealing Grammar.

Keyword : Learning Strategies, Grammar Learning Strategies, ESP student

INTRODUCTION

Since language learning has been a crucial issue in education field, there are many factors influencing language learning such as psychological aspect, cognitive and sociological. All students have learning strategies when they learn English. The learning strategy is a device in guiding learners to accelerate their knowledge to master what contents they learn. The strategy in learning is the most important thing to success in learning process. It helps students to understand the specific information from the subject they learn. It can focus their attention on the target that they want to achieve. Educators and learners have now paid much attention, not only what to learn but also how to learn. In receiving the lesson, the students face some difficulties. Every students has different ability to catch the material. They have their own way to be able to understand the lesson. Therefore, the students have different strategy in studying. Theoritically, the way of learning is called learning strategy. The process of learning is the key in teaching which demands teachers know about the model of language learning strategy. The use of language learning strategy is a tool to get the goal. Learning strategies are steps taken by students to enhance their own learning. The students who want to learn English should realize that the learning strategy is a part of their need. Related about learning strategies, the researcher will connect about learning grammar. The teacher should help the learner understand grammar rules as well as the structure of grammar patterns. The learner can actively understand approach the task and be selective in the use of strategies that work best for the students.

Following the categorization of O'Malley and Chamot (1990), learning strategies include metacognitive, cognitive and social affective. It refers respectively to learners' planning, controlling and evaluation of their learning by monitoring their own comprehension or linguistic production and evaluating the outcomes of their own learning. In addition, the strategies relate to learners' thinking about the learning process by transforming the material to be learned through resourcing, repetition, grouping, deduction, imagery, auditory representation, keyword association, elaboration, transfer, inference, notetaking, summarizing, recombination, and translation.

Shi (2017) argued in his research that is appropriate language learning strategies may result in greater motivation and confidence. Strategy instructions can enhance learners' self-efficacy and autonomous learning and help learners to take responsibility for their own learning. Teachers need to provide learners access to methodological resources and appropriate learning strategies, modeling strategies, and guidance to help learners make progress and achieve academic success.

According to Cohen (2005), Language Learning Strategies (LLS) are very essential for language learning and teaching. It made the various of learning but the result of the students is still failed. Language learning strategy has contributed to independent language learning which leads to improve learners' language learning. It is necessary to explore what learning strategy are employed by learners. The teacher should also make learner aware of the strategy involved in language learning and help them find environment that suit learners need. Some previous studied have explored learning strategies and the effect of strategy in English learning. Those studies have shown about reluctant such as speaking because they feel shy, lack of vocabulary and worried to make mistake and it was also found that the students are lack of strategy used when speaking in completing a language task. Laoli in his research concluded that the students are free to choose the learning strategies appropriate with their condition. The more learning strategies could be understood by the students the better they got. The researcher encourages the students and English teachers to find out and apply the English learning strategies when they learn

English. Wray (2015) said that the good language learner is an active learner, monitors language production, practises communicating in the language, makes use of prior linguistic knowledge, uses various memorization techniques and asks questions for clarification.

This research is related with ESP (English for Specific Purposes). ESP students are usually adult who already have some acquaintance with English and learn the language in order to communicate a set of professional skills and to perform particular job-related functions. An ESP program is therefore built on an assessment of purposes and needs which English is required. Since it provides instructional objectives, material and method developed on the basis of learners' need and potential interest. From the early 1960s, ESP has grown to become one of the most prominent areas of English foreign language.

To further our understanding, the research questions driving this research are as follows :

1. What are the English grammar learning strategies employed by a successful midwifery student ?
2. What are the impact of grammar learning strategies employed by a successful midwifery student toward motivation ?

LITERATURE REVIEW

Fitria Ningsi (2015) who investigated the most dominant in learning strategy and find out the differences between high-low students' achievement regarding the use of learning strategies in improving their speaking. The findings of the study indicated that metacognitive is learning strategies that most dominantly used by the students in improving their speaking and there is no differences between high and low students achievement.

Furwana (2012) conducted a research entitled " learning strategies of the sixth semester students of English Department of Tarbiyah Faculty at UIN Alauddin Makassar. In her research, she conclude that the most dominant language learning strategies employed by the sixth semester students of English Department of Tarbiyah Faculty at UIN Alauddin Makassar was metacognitive strategies. High achieving students used learning strategies more frequently than low achieving students.

1. Learning Strategies

O'Malley and Chamot (1991) stated that learning strategy is the special thought and behaviour that individual uses to help them comprehend, learn or retain new information. O'Malley and Chamot that defined the kind of learning strategies consist of three; Metacognitive, Cognitive and Socioaffective (O'Malley & Chamot 1990).

a. Metacognitive

O' Malley and Chamot (1990) divided metacognitive strategies into three sets of strategies that they are centering the learning, arranging and planning. The aim of centering learning is to give a focus to the learner so that the attention could be directed toward certain language activities or skills. Arranging and planning learning help learners to organize so they may get maximum benefit from their energy and effort. Evaluating learning helps learners with problem like monitoring errors and valuation of progress.

b. Cognitive

Cognitive strategies are divided into four sets: practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output. Practicing is the most important in this group which can be achieved by repeating, working with sounds and using patterns. The tools of receiving and sending messages are used when learners try to find the main idea through skimming and scanning. The adult's learners commonly use analyzing and reasoning strategies. These are used to understand the meaning and expression of the target language.

c. Socioaffective strategies

Social strategies represent a broad grouping that involves either interaction with another person or ideational control over affect. Generally, they are considered applicable to a wide variety of tasks. Social affective strategies are very important in learning a language because language is used in communication and communication occurs between people.

2. Grammar

English grammar is complex, making it difficult to remember, master and use logically. When we have conversation with others, we need to have the concept. Learning grammar is like learning to drive, you can learn all of the theory, rules and regulation. All languages have their own grammar.

According to Joyce and Burns (2001) grammar is the study and practice of the rules by which words change their forms and they are combined into sentences. Simon and Schuster (in Rusdy, 2010:16) define grammar as the part of the study of language which deals with the forms and structure of words (morphology) and with their customary arrangement in phrases and sentences (syntax), formerly used to denote all phrases of language study (except that of the detail meaning of words), as centered on morphology and syntax, and now often distinguished from the study of pronunciation (phonology) and that of word meanings (semantics). It can be said that a grammar is the system of word structures and word arrangements of a given language at a given time.

3. Motivation

ARCS is a learning model that emphasizes the aspects of motivation which consists of attention, relevance, confidence and satisfaction. This model was developed by John M. Keller who is a psychology graduate from Florida State University.

ARCS model developed by Keller in response to question that may affect the learning achievement motivation and learning outcomes. This learning model was developed based on the theory that the expectation value contains two components, that is the value of the objectives to be achieved and expectation in order to successfully achieve this goal. For the two components by Keller developed into four components that is *attention, relevance, confidence and satisfaction*. Motivation is a factor that has significance for the students. There is no means the students go to school without the motivation to learning. Some research in learning achievement showed that motivation as factors that affect in learning process.

METHOD

The research would use qualitative method. The interview that will be used by the researcher is semi-structured interview. Following Mackey and Gass (2005) idea of semi-structured interview, the researcher will use the list of questions as a guide. The research will be undertaken at Midwifery Academy of Bataritoja, Watampone. The research subject is picked through purposive sampling technique. Following Kotahri's (2004) notion that purposive sampling is the technique employed to determine the subject by considering some relevant criteria, the researcher chooses a successful student as sample to representative midwifery students.

FINDING AND DISCUSSION

1. English Grammar Learning Strategies applied by a successful miwifery student

a. Cooperation

The student cooperated with her friends to make discussion clear. The student told together with the current topic. She analyzed together what she discussed with the groupmate. Regarding with the point, the reasearcher found in that the student did comprehendly the learning. It was generally thought that activities can help students learn how to work together. A student who took a part in grouping has to cooperate with other members of the cast, with the aim of understanding the grammar. As stated by the learner in interview conducted on 18th June 2019 “ I try to fix the information with groupmate and if we do not find solution, directly we ask the teacher.

Based on the statement above, the students worked with peers or groupmate to solve the problem, pool information, check notes or get feedback on a learning activity.

b. Repetition

Repetition is the strategy used by the subject to remind the previous knowledge. Repetition and practices are both same. Practice makes perfect. The students should have initiative to improve their skill in English. It is proved in interview “ I talk alone with paying attention the grammar dan saya juga mengikuti kegiatan yang dapat menunjang bahasa Inggris saya seperti study club.

Based on the statement above, the midwifery student brushed up her lesson over and over again. She felt interested to improve her skill without any clue by others. It will become success if the learners find the passion when they deal the lesson.

c. Self-Management

Understanding the condition that help students and arranging for the presence of those condition. The student used the strategy to handle herself to face the lesson. She genuinely has the concept which makes her more enjoy to understand the material. It can be proven with the interview ” I read an essay which is the newest issue then I analyse with sentence and take the cozy place with the routine schedule”

Based on the transcript above, the learner was well-prepared about what is the strategy to get it. They are fully goal oriented. It is expected all of the learners do the same way. People have different views about the concept of learning. Some people have a beneficial impact on students’ learning, while others feel they are simply a form of creative way. We believe the students play a vital part in educational development which support their strategy.

d. Self-Monitoring

It is checking the learners’ comprehension during the lesson. The statement can be proven by the students’ interview below.

“I analyze alone with asking correction to the teacher then I understand the concept”

Based on the interview above, the students need feedback after they fix the task. Learning grammar should need comprehend the lesson by asking the senior or friend and asking the teacher. It may simply come to the challenge of having to make prediction answer. To explore this idea, the students is more creative to fix it. That is the one of strategies that is applied by the students.

e. Note Taking

It is written down keywords or concept in abbreviated verbal, graphic or numerical form. The student feels complicated when they learn English so they have the tips and trick to feel easily for understanding the concept of grammar itself.

Sebenarnya materi grammar itu susah miss karena terlalu banyak makanya harus mempunyai trik sendiri untuk mengerti konsepnya.

In grammar learning strategies applied by the learner, note taking is one of them. The statement above shown that the learner prepared to catch the material. Note taking is very helpful for the student to tackle their problem. Some of them made left bottom column to modify the complicated grammar. The student made a more detailed look at the note. It was perfectly suited to the increasingly noted which support the new style of taking note. In the course of the first meeting, the students are provided such an idea to question what are the priorities then many other aspects.

f. Mind-Mapping

The researcher found the statement which easies the learners understand about learning grammar. The student really concerned about how to deal the complicated grammar. She highlights like cable connection to find the partner based on the grammar rule. The statement below is representative what the student meant .

Saya membuat konsep tersendiri dan membuat peta konsep sehingga membuat saya lebih mudah untuk mengingat tanpa menghapal khususnya Tenses itu sendiri.

To make mind-mapping is one way for understanding the grammar. As seen on the transcript, she genuinely makes the mapping to make easier. The concept of mind-mapping can help repetition and summary. It is a unique way to create such an idea which has benefit to relate it.

2. The Impact of English Grammar Learning Strategies employed by a successful midwifery student through motivation

a. Confidence

Confidence means when the student had the concept of learning. The way it could achieve the expected success. The learner is hoped to know how to control the emotion and attittude about learning . It may influence the language learning process positively since it will make the learning more effective and enjoyable. The transcript could be seen in extract “*I believe to myself. I am good at analyzing the grammar. I interest with the grammar.*”

The statement above indicated the learner really knows her capacity because she applied the concept of learning which means to get the goals. It could have impact for self-confidence. The learner follows the track to practice such a fixing the grammar analysis task. It made her easy to prcatice the target language.

b. Self-discipline

A successful person had self-discipline. If you want to achieve the goals, understanding how to discipline yourself is a key ingredient to the success recipe. The extract *“I learn everyday, I memorize vocabularies, grammar and practice my speaking. I record my voice then I listen or sometimes I practice it”*. The statement showed that the discipline is the important thing. Theodore Roosevelt once said, “With self-discipline most anything is possible.” More recently, Jim Rohn claimed “Discipline is the bridge between goals and accomplishment.” And Robert Kiyosaki asserted that “Confidence comes from discipline and training.” What successful people have come to understand is that discipline is the gateway to the achievement of their goals. They learned how to use discipline in their lives to achieve their dreams. They leveraged the art of self-discipline by creating a foundational set of good habits that helped them to see things through.

c. Passionate

The article said that follow your passion and the success will follow you. It is genuinely true because the one who works with passion, the easier they get. The extract *“I feel more confident, I know what I will do. It seems like I am doing my passion as long as I learn English”*

Based on the statement above, the student had analyzed what she wants to be, it can drive the goals and put passion into the work. The student really enjoyed because what she did based on her interest. A positive emotional connection is most energy-consuming pursuit. The good news with introspection, planning, action and support could redirect to incorporate what truly excites and invigorates you.

CONCLUSION

The first objective of this research was to find the Grammar English Strategy applied by a successful midwifery student. The learning strategy is theory by O'Malley and Chamot. The three main classification of learning strategies are metacognitive strategy, cognitive strategy and social-affective strategy. In order to answer the first and second objectives of the research, the researcher conducted interview. Afterward, the researcher transcribed both of instruments and analyzed which Grammar Learning Strategies applied by the a successful student and the impact of Grammar Learning Strategies through motivation.

Based on the data transcription, the research found many strategies which were applied by the successful learner to learn Grammar. The strategies are cooperation, repetition, self-management, self monitoring, note taking. The novelty by researcher is mind-mapping which highlights the word to connect the tenses.

In metacognitive strategies. From seven strategies, the successful student had two strategies in order to improve the grammar. The strategies are self-monitoring and self management. The learner used those strategies in order to gain more knowledge.

In cognitive strategies, from fourteen strategies, the successful student just used note taking and repetition. The relation with the previous theory that the point of metacognitive strategies are practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output.

In socio-affective strategy, it is merely cooperation strategy. The learner had interaction and mingle with one another to get the result.

Based on the result of the research, the researcher also find the impact of Grammar Learning Strategies. The impact are : 1) The learner got self-confidence. 2) The learner had self-discipline. 3) Feel passionate. The impact of Grammar Learning Strategies are closer with the psychology aspects.

Referering to the findings and conclusions presented previously, the researcher offers the suggestions which are addressed to the English lecturer and further researcher as follows :

In analyzing the Grammar learning Strategies, the researcher found many obstacles because of the learner's capacity. In the previous planning, the researcher took a successful learner as a sample from Midwifery student which is the highest capacity. In short, the researcher suggests to conduct the research about Grammar Learning Strategy. After conducting this research, it is expected that for future researchers to consider analyzing the learning strategies. For the lecturer or teacher, the researcher expects to give motivation to the students in order that the student can be motivated in use their learning strategies to improve their ability by using some methods in teaching learning process. For the student, the researcher hopes to do more practice English exercise in order to improve their english achievers. For the researcher, the result of the study can be used in additional reference for the new research about Learning Strategies in other source.

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